

**FINAL REPORT
OF THE
INTERIM STUDY COMMITTEE ON
EDUCATION ISSUES**



**Indiana Legislative Services Agency
200 W. Washington Street, Suite 301
Indianapolis, Indiana 46204**

October, 2004

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A copy of this report is available on the Internet. Reports, minutes, and notices are organized by committee. This report and other documents for this Committee can be accessed from the General Assembly Homepage at <http://www.state.in.us/legislative/>.

I. LEGISLATIVE COUNCIL DIRECTIVES

The Legislative Council directed the Committee to study the following topics:

- (1) School based mentoring programs (HR 28)
- (2) Review of state educational mandates (SR 38)

II. INTRODUCTION AND REASON FOR STUDY

The Committee met to study the number and nature of the current mentoring programs available in Indiana, investigate ways to access additional federal dollars for mentoring programs, and provide information regarding the potential value of state support for such programs.

The Committee also met to assess the value of existing educational mandates imposed by the Indiana General Assembly, the Indiana Department of Education, and the Education Roundtable. The study included the costs of the mandates to the state and local school corporations and their relative value and effectiveness.

III. SUMMARY OF WORK PROGRAM

The Committee met four times during the 2004 interim.

The first meeting of the Committee was held on August 10, 2004. The Committee heard testimony on school based mentoring programs.

The second meeting of the Committee was held on September 21, 2004. The third meeting of the Committee was held on October 12, 2004. At both meetings, the Committee heard testimony on the following topics:

- (1) School based mentoring programs
- (2) State educational mandates

The fourth meeting of the Committee was held on October 26, 2004. The Committee heard testimony on the following topics:

- (1) State educational mandates
- (2) HB 1861 (2003)
- (3) Need for proposed legislation in the 2005 session of the General Assembly

(4) Consideration of Committee Final Report

The final report was approved by a 7-0 roll call vote.

IV. SUMMARY OF TESTIMONY

The Committee heard testimony from representatives of the following groups:

Hours for Ours

Indiana Department of Education

Indiana Juvenile Justice Task Force, Inc.

Indiana Youth Services

Indiana Urban School Association

Indiana Commission for Higher Education

Indiana State Governor's Office

Indiana State Teachers Association

School-based Mentoring Programs

In 1992 the Indiana State Board of Education adopted a rule, 511 IAC 6.1-5-3.5, requiring middle level schools to implement student advisory, or advisor-advisee, programs. Currently, there are over 70 mentoring programs in Indiana that are locally funded. The programs recruit mentors from businesses, trade unions, and community organizations to meet-one-on-one with students for at least one hour per week in the school, forming a public-private partnership.

Testimony was presented concerning the advantages of school based mentoring programs which include: (1) positive adult role models, (2) gap bridging between adults and young people, (3) creative solutions for bringing the community into school, (4) increasing student academic achievement, (5) increasing student pro-social behaviors, (6) increasing student school attendance, (7) decreasing student participation in drug/alcohol use, (8) connecting students to other generations and the wider community, (9) increasing community ownership of the educational process, (10) establishing and perpetuating community pride and values, (11) increasing communities' appreciation of the successes and challenges in educating today's youth, (12) increasing collaborative relationships across a diverse resource base, and (13) allowing educators, businesses, agencies, and residents to share their experiences and assets with upcoming generations.

There was Committee discussion that included: (1) costs associated with mentoring programs, (2) available funding, (3) training and criminal background checks for mentors, and (4) parental involvement. Other Issues discussed included:

Local level: Establishing a local mentor consortium to coordinate services to aid in promoting mentor recruitment/matching, and collaborative grant writing.

State level: Establishing state wide support in identifying and allocating of resources in support of mentoring. Develop and strengthen political ties in support of mentoring. Consider funding of collaborative pilot programs that serve more children through mentoring.

Federal level: Establishing ties from local and state levels to the federal level in support of identifying and allocating resources in support of mentoring initiatives in Indiana. Develop and strengthen political ties in Washington that will benefit Indiana children served through mentoring.

State Educational Mandates

Testimony was presented concerning Indiana's educational mandates under P.L. 221-1999 which is Indiana's school improvement and accountability law, predating the latest reauthorization of the federal Elementary and Secondary Education Act (NCLB). The guiding principles for both laws are standards, assessment, and accountability (rewards and consequences). P.L. 221-1999 mandates: (1) English and math testing in Grades 3-10, (2) National Assessment of Educational Progress (NAEP) and Trends in International Mathematics and Science Study (TIMSS) testing, if selected, (3) Science testing at designated grades, (4) Social studies testing (not currently funded), and (5) Core 40 curriculum end of course tests. NCLB mandates: (1) English and math testing in Grades 3-8 and once in grades 10-12, (2) science testing in three grade levels (this testing is not part of accountability), and (3) NAEP testing.

NCLB includes funding for all major education programs except special education. Indiana must comply with NCLB to receive \$400+ million in federal funds.

Committee discussion included: (1) the criteria, contributions and costs associated with complying with accountability standards under Indiana P.L. 221 and NCLB; (2) school improvement awards; (3) federal money received to achieve educational mandates; and (4) requirements for receiving a high school diploma.

HB 1861 (2003)

Gail Zeheralis, Indiana State Teachers Association, presented information concerning: (1) HB 1861, (2) declining ISTEP passing scores, and (3) strategies to eliminate achievement gaps. Ms. Zeheralis discussed how some of the educational mandates could be achieved and funded by some of the components of HB 1861 which include: (1) an optional school income tax, (2) changing the compulsory school attendance age from age 7 - 16, to age 6 - 17, (3) the Common Core 30 curriculum, (4) the Work Prep diploma, (5) parent compacts, (6) the creation of the Commission for Superior Academic Achievement by All Students, (7) academic standards progress reports, (8) tutoring programs, (9) academic progress assistance plans, (10) supplemental reading and writing programs, (11) the primetime II program, (12) an increase in instructional time, and (13) a curriculum audit.

V. COMMITTEE FINDINGS AND RECOMMENDATIONS

The Committee adopted each of the following findings and recommendations by a vote of 7 - 0:

School-based Mentoring Programs

The Committee finds that school-based mentoring programs are important for the social development of our children and that a workforce that is prepared for Indiana's knowledge-based economy is in the best interest of the state.

The Committee recommends that a concurrent resolution urging all businesses, youth advocates and community leaders to participate in school-based mentoring programs be submitted to the 2005 session of the General Assembly.

State Educational Mandates

The Committee recognizes and embraces the movement toward increasing the academic achievements of Indiana students through increasing required classes for graduation in English, math, and science. However, the Committee has concerns with the recommendations by the Indiana Education Roundtable concerning making Core 40 the default curriculum for high school graduation. The Committee believes that the channeling of students towards additional math, English, and science courses without extending the school day may continue to cause the elimination of many elective courses offered by schools and close many options for students to explore other areas of study.

The Committee recommends that the Education Roundtable continue to study other options for high school graduation requirements.

The Committee recognizes that there is a shortfall in the amount of funds available for the implementation of the grade 7 science test and ancillary costs associated with achieving state and federal educational mandates.

The Committee recommends that the Indiana Department of Education: (1) increase its advocacy in Washington, D.C., (2) work to exhaust all current sources of funds available both state and federal ; and (3) work to find new funding sources to eliminate the funding shortfall associated with the educational mandates.

HB 1861 (2003)

The Committee recognizes that HB 1861 (2003) includes many programs and strategies to improve academic achievement of students.

The Committee recommends that when sufficient information is available, legislation based on some components of HB 1861 (2003) should be prepared for introduction during the 2005 session of the General Assembly to address the Committee's findings.

WITNESS LIST

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